

2008

Year 1

SUBJECTS

ART
COMPUTER
DRAMA
ENGLISH
HEALTH & PHYSICAL EDUCATION
L.O.T.E.
MATHEMATICS
MUSIC
SCIENCE
S.O.S.E.

Introduction

Primary Curriculum Guide

This Curriculum Guide has been produced to enable parents to gain a better understanding of the curriculum areas covered throughout the Primary School.

It is the College's aim to help each student understand the relationship between God and His Word in everything they are learning and doing in the classroom.

Ruth Haycock, author of 'Encyclopedia of Bible Truths for School Subjects' writes:

"If we actually believe that the Bible is authoritative in every subject it addresses, in history and science as well as in Christian doctrine, we are obligated to find out what it says about every topic we teach. If we fail to present what God says but teach other aspects of a subject, we shelter pupils from the truth and give them only part of the story.

What we do teach may be purely humanistic and opposed to the truth found in the Bible, or it may be true as far as it goes, but incomplete. In either case, pupil thinking is being shaped according to the world's pattern. God asked instead for transformed lives, not conformed to the world, but based on renewed minds, about to prove what is that good and acceptable and perfect will of God."

We believe that all truth originates from God, and that all the truth He created was designed to lead people to know and respond to Him. Each academic subject is a part of the truth He created to help people know and understand Him better. We know more about God because of the truth revealed in science and mathematics. He made writing and reading an important part of His creation because He chose to reveal Himself to us in writing. We learn to think and express our thoughts in writing so that we can praise and glorify Him. We study history so that we can understand how He has directed the course of man through the years of time. Every academic truth in every academic area is a revelation of God.

All efforts to separate God and His truth from the school curriculum only serve to emasculate an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

The College endeavours to provide students with a stimulating and challenging curriculum, which will lead each student to realise the God-given potential within.

While curriculum is constantly being reviewed and updated, the ability of God to meet the students' search for truth through His Word and the Holy Spirit never changes.

"The fear of the Lord is the beginning of knowledge. . . ." (Prov. 1:7)

TO BE EDUCATED

By Carolyn Caines

If I learn my alphabet, can read 600 words per minute, and can write with perfect handwriting, but have not been shown how to communicate with the Designer of all language,

I have not been educated.

If I can deliver an eloquent speech and persuade you with my stunning logic, but have not been instructed in God's wisdom,

I have not been educated.

If I have read Shakespeare and John Locke and can discuss their writings with keen insight, but have not read the greatest of all books – the Bible – and have no knowledge of its personal importance,

I have not been educated.

If I have memorized addition facts, multiplication tables, and chemical formulas, but have never been disciplined to hide God's Word in my heart,

I have not been educated.

If I can explain the law of gravity and Einstein's theory of relativity, but have never been instructed in the unchangeable laws of the One who orders our universe,

I have not been educated.

If I can classify animals by their family, genus and species, and can write a lengthy scientific paper that wins an award, but have not been introduced to the Maker's purpose for all creation,

I have not been educated.

If I can recite the Preamble to the Constitution, but have not been informed of the hand of God in the history of our country,

I have not been educated.

If I can play the piano, the violin, six other instruments, and can write music that moves men to tears, but have not been taught to listen to the Director of the universe and worship Him,

I have not been educated.

If I can run cross-country races, star in basketball and excel in physical fitness, but have never been shown how to bend my spirit to do God's will,

I have not been educated.

If I can identify a Picasso, describe the style of da Vinci, and even paint a portrait that earns an A+, but have not learned that all harmony and beauty come from a relationship with God,

I have not been educated.

If I graduate with a perfect score and am accepted at the best university with a full scholarship, but have not been guided into a career of God's choosing for me,

I have not been educated.

If I become a good citizen, voting at each election and fighting for what is normal and right, but have not been told of the sinfulness of man and his hopelessness without Christ,

I have not been educated.

However, if one day I see the world as God sees it, and come to know Him, Whom to know is life eternal, and glorify God by fulfilling His purpose for me,

Then, I have been educated.

Year 1 ART

"If God made the flowers, they are worth painting and writing about. If God made the birds they are worth painting. If God made the sky, the sky is worth painting. If God made the ocean, indeed it's worth writing poetry about. It is worth man's while to create works upon the basis of the great works God has already created."

- Francis A. Schaeffer, Art and the Bible, p.60.

Brief Description of Course

In Year One, students will continue to learn techniques through exploration, experience and practice in all area of the Visual Arts Curriculum. Skills in using the basic elements of art are to be developed as students use them to communicate their observations, ideas and feelings.

General Aims and Objectives

- To play and explore with media and tools to give special effects
- To develop an awareness that their work is a valuable and important means of communication
- To develop an understanding and appreciation of the visual art works of others
- To become familiar with the primary colours
- To understand God is the supreme artist : Creation is God's artwork

Topics

- Drawing
- Painting
- Construction
- Printing
- Collage
- Textiles
- Modelling
- Christmas Activities
- Easter Activities
- Mother's Day Gift
- Father's Day Gift

Time Allocation

- 1 x 60 minutes per week

Special requirements

- WCC Art Smock or heavy duty plastic smock that covers well

Assessment

Each unit of work:

Observation/Checklist on:

- Behaviour
- Classroom co-operation
- Effort
- Ability

"I am sending you Hiram-Abi, a man of great skill. He is trained to work in gold and silver, bronze and iron, stone and wood, and with purple and blue and crimson yarn and fine linen. He is experienced in all kinds of engraving and can execute any design given to him."
2 Chronicles 2:13-14

Year 1 COMPUTER

"Never before in human history have we had so much information to process. A weekday edition of The New York Times now carries more information than the average person in the 17th century would digest in a lifetime. One thousand books are published every day. The total of all printed information doubles every five years. More information has been generated in the last three decades than in all the previous 5000 put together. We are in the midst of an information explosion."

- Wilson da Silva

Brief Description of Course

This course is designed to introduce the students to the computer and to develop their computer awareness. The students are provided with "hands-on" computer experiences to foster confidence in applying basic computing skills. Much of the software they use will be fun and stimulating, allowing the student to become familiar with basic computer technology and motivating the student to learn more.

General Aims and Objectives

- Identify the key components of a computer and indicate some purposes for using this technology in the home and at school.
- To develop problem solving skills and creativity using educational software
- Develop simple information products using a limited range of information technology skills, processes and equipment.

Topics

- Computer awareness
- Keyboarding
- Software applications
- Programming and Problem Solving

Time Allocation

- 1 x 42 minutes per week (2 Terms)

Assessment

- Observations
- Anecdotal Records
- Samples of work
- Simple Tests

"... and knowledge shall be increased."
Daniel 12:4

Year 1 DRAMA

"Thinking cannot be clear till it has had expression. We must write, or speak, or act our thoughts, or they will remain in a half torpid form. Our feelings must have expression, or they will be as clouds, which, till they descend as rain, will never bring up fruit or flower. So it is with the inward feelings; expression gives them development."

- Henry Ward Beecher, 1813-1887.

Brief Description of Course

Drama in Year One will further develop skills in movement, speech and improvisation. With guidance, children will be encouraged to explore and experiment with movement and role playing. Developing confidence and self esteem is very much the focus in the infant years.

General Aims and Objectives

- To understand the ability to speak is given to us by God. He will direct our choice of words and the organisation of what we say, as we permit Him to do so.

Speech

- Clear communication
 - Learning short scripts
 - Performance skills (attending to the audience)
 - Memorization
 - Speaking to be understood
 - Using emotion appropriate to the speech content
- Projection and articulation
 - Speech exercises using short phrases
 - Performing to be heard

Movement

- To develop a body awareness
- To develop the use of movement as a form of dramatic expression through:
 - Role play
 - Mirroring
 - Performance skills
 - memorization
 - Group work and partner work

Improvisation

- improvisation through changed scenarios and responding through speech
- improvisation through listening and responding using movement
- improvisation using speech in role-plays
- improvisation using speech in partner work

Script reading and role-play performances

- characterization
- memorization of short scripts
- performance skills

Topics

- Movement
- Speech
- Role play
- Improvisation

Time Allocation

- 1 x 30 minutes per week

Assessment

- Checklist
- Observations
- Performance

"No-one ever spoke the way this man does."
John 7:46

Year 1 ENGLISH

*"We must contemplate the import of ignoring the printed word.
If you cannot read, you can do only what you are told."
- Joseph P. Bean.*

Brief Description of Course

Each week time is spent on developing basic skills in writing, including spelling and sentence structure. Developing reading skills and oral communication is an integral part of the Year One course, so that children gain confidence in using language to communicate their thoughts, ideas and understanding. Since language is central to learning, it is a fundamental part of other subjects covered. The English Course is a combination of whole class, small group and individual activities. Each week, students will be expected to read take-home books and do spelling and sight word sheets.

General Aims and Objectives

- To develop confidence as readers, able to understand and enjoy what they read
- To develop the ability to express and clarify ideas through writing
- To write creatively for different purposes in a variety of ways
- To develop
 - language conventions
 - spelling skills
 - an extensive vocabulary
 - handwriting skills
- To develop confidence in speaking and listening to a variety of audiences, particularly in a coherent manner
- To understand God is a communicating God; He wants us to know His thoughts

Topics

- | | |
|---------------------------|----------------------|
| • Silent Reading | • Written Expression |
| • Library Sessions | • Grammar |
| • Comprehension | • Literature |
| • Oral Language | • Word Study |
| • Handwriting | • Drama |
| • THRASS spelling program | |

Time Allocation

- 618 minutes per week (approx)

Special Requirements

- "Mastering English Skills" book
- Handwriting book
- Library Bag
- Safety Take Home Book Bag (supplied by the College)

Assessment

- | | |
|------------------------|---------------------|
| • Open ended questions | • Anecdotal records |
| • Diagnostic Tests | • Class tests |
| • Samples of work | |

"They read from the Book of the Law of God, making it clear and giving the meaning so that the people could understand what was being read."
Nehemiah 8:8

Year 1 HEALTH & PHYSICAL EDUCATION

*"The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God."
- Thomas M. Boqdon*

Brief Description of Course

The Perceptual Motor Program (PMP) commenced in Prep is developed in Year One with more challenging activities. Movement, perceptual and ball skills are all taught in PMP largely in small groups to allow for constant practice and close supervision. Gymnastics, Aquatics, Fitness, Dance and Games (large groups) activities supplement PMP to provide a balanced program.

General Aims and Objectives

- To develop and improve skills of body management and control as a basis for later skill learning
- To improve the skills of eye-hand and eye-foot coordination
- To develop the ability to move rhythmically
- To use movement to understand concepts and ideas related to other areas of the school curriculum
- To play co-operatively in small groups

Topics

- | | | |
|-------------------------------|------------------------|--------------------------|
| • Perceptual Motor Program | | |
| - locomotion | - body awareness/image | - auditory/visual skills |
| - balance | - body control | - memory |
| - fitness | - spatial awareness | - confidence |
| - eye/hand co-ordination | - laterality | - problem solving |
| - eye/foot co-ordination | - directionality | - language/concept |
| - body and rhythm development | | |
| • Aquatics | • Fitness | |
| • Athletics | • Games | |
| • Ballskills | • Gymnastics | |
| • Dance | • Health | |

Time Allocation

- 2 x 42 minutes per week P.E.
- 1 x 90 minutes Aquatics (1 term)
- 1 x 60 Chapel
- 1 x 42 Character First

Special Requirements

- P.E. uniform as per College Handbook

Assessment

- Ongoing assessment during selected P.M.P. equipment sessions and P.E. skill development sessions
- Aquapass levels (Royal Lifesaving Society)

"Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize."
1 Corinthians 9:24-27

Year 1 LANGUAGES OTHER THAN ENGLISH (L.O.T.E.)

*"A man who is ignorant of foreign languages is ignorant of his own."
- Johann Goethe.*

Brief Description of Course

The LOTE course endeavours to provide students with opportunities to speak and listen to another language that is well-suited to enhancing the future educational and career opportunities. It will give students an understanding of another culture and values and therefore develop a greater understanding of the multilingual and multicultural aspects of our Australian Society. Indonesian will be taught through listening and speaking, reading and writing in 'Bahasa Indonesia'.

General Aims and Objectives

The students will be able to

- Appropriately and confidently use language in various situations such as role-plays, songs and other class-room activities.
- Have cultural awareness of various Indonesian customs and ways of life.
- To encourage the students to develop a competence in the usage of Indonesian in both spoken and written form.
- To help the student understand the multilingual and multicultural Australian society.

To give students a Christian and Biblical perspective of foreign languages and to understand that God originated languages and in Heaven, all nations and languages will be represented.

Topics

- Revision and extension of topics covered in the previous year
- Days and months of the year
- The classroom
- What is this? (Apa ini)
- Colours (light colours and dark colours)

Time Allocation

- 1 x 42 minutes per week

Assessment

- Class observation
- Oral and aural tests
- Role plays
- Participation in class activities
- Written and verbal tasks
- Minor topic assessments

The Lord said, "If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other."

"That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth."
Genesis 11:6, 7 & 9

Year 1 MATHEMATICS

*"God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us in this respect."
- Asa Sparks*

Brief Description of Course

The Year One Mathematics Course focuses on developing children's competency in number concepts, basic operations and measurement. The emphasis is on using concrete materials and making Mathematics relevant to everyday situations so that children can understand its relationship to daily life. A balance between factual knowledge and practical skills is considered. Students are encouraged to develop mathematical language and ways of collecting and presenting information to communicate understandings. Problem-solving skills are developed through the use of concrete materials. Students continue to explore the use of calculators in basic computation.

General Aims and Objectives

- To acquire mathematical knowledge and skills relevant to everyday life
- To investigate, interpret and clarify ideas accurately
- To recognise ways in which numbers and the concept of measurement are used in everyday life
- To use mathematical language to explain understandings
- To develop the ability to measure, estimate, make, investigate and calculate
- To understand number concepts begin with God.

Topics

- Shapes
- Patterns
- Mapping
- Addition
- Subtraction
- Numbers, Counting
- Problem-solving
- Multiplication
- Division
- Money
- Fractions
- Place Value
- Numeration to 100
- Chance
- Length
- Time
- Mass
- Capacity
- Data

Time Allocation

- 210 minutes per week (approx)

Special Requirements

- Maths Plus Student Workbook
-

Assessment

- Assessment Checklist
- Open-ended questions
- Practical class project
- Samples of work
- Anecdotal records
- Diagnostic tests

"He determines the number of the stars and calls them each by name."

Psalm 147:4

"Indeed, the very hairs of your head are all numbered. Don't be afraid; you are worth more than many sparrows."
Luke 12:7

Year 1 MUSIC

*“The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit.”
- Johann Sebastian Bach (1685 – 1750).*

Brief Description of Course

The Year One Music course is designed to build on the foundations of the previous year. The course aims to develop the students’ musical ability through games, singing, listening and performance. Areas covered and developed throughout the year include rhythm, singing, pitch, co-ordination and music appreciation. Basic theory knowledge is introduced and children are encouraged in the area of performance. Aural tests are used to improve the student’s ability to identify pitch and rhythm.

General Aims and Objectives

- To develop students’ musical ability
- To further develop student’s ability to sing with correct intonation
- To continue to develop the ability to recognise basic rhythm notation
- To develop the ability to identify pitch
- To develop listening skills
- To give opportunity for performance
- To foster appreciation of music
- To understand music is God’s gift to us and is everywhere in the universe to praise God

Topics

- Beat and Rhythm
- Singing
- Pitch
- Aural Training
- Basic Theory
- Performance
- Music Appreciation

Time Allocation

- 2 x 30 minutes per week

Requirements

- Music Folder
- Music workbook

Assessment

- Tests
- Observation and checklists
- Participation in practical work
- Attentiveness and behaviour

“Praise the Lord. Praise God in His sanctuary; praise Him in His mighty heavens. Praise Him for His acts of power; praise Him for His surpassing greatness. Praise Him with the sounding of the trumpet, praise Him with the harp and lyre, praise Him with tambourine and dancing, praise Him with the strings and flute, praise Him with the clash of cymbals, praise Him with resounding cymbals. Let everything that has breath praise the Lord. Praise the Lord.”
Psalm 150

Year 1 SCIENCE

*“The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honoring Him.”
- James F. Jekel*

Brief Description of Course

The Year One course seeks to enhance the children’s knowledge and skills central to biological, earth and physical sciences. The children are encouraged to hypothesise, investigate, reason and analyse to develop their understandings of the topics covered. The science curriculum is carried out through practical classes and excursions.

General Aims and Objectives

- To develop scientific knowledge, understanding and skills
- To develop the skills of scientific investigation, reasoning and analysis
- To communicate understanding effectively using appropriate language
- To develop the ability to find information from a range of resources
- To develop sound scientific attitudes, such as curiosity, respect for God’s creation and critical reflection
- To design and evaluate solutions to technological problems
- To develop an understanding of basic health and safety
- To develop appropriate attitudes and respect for others as individuals and as members of a group
- To understand God is the Creator

Topics

- Weather and Air
- Outer Space
- Food
- Plants
- Electricity
- Christian Scientist

Time Allocation

- 42 minutes per week

Assessment

- Open-ended questioning
- Samples of work
- Anecdotal records
- Teacher made tests at the completion of each unit of work

“In the beginning God created the heavens and the earth.”
Genesis 1:1

Year 1

STUDIES OF SOCIETY AND ENVIRONMENT (S.O.S.E.)

*"The world is a great book, of which those who never stir from home read only a page."
- St. Augustine, died in 604*

Brief Description of Course

The children are encouraged to develop knowledge, skills and values to give them an understanding of the world they live in. The Year One Social Studies Course is carried out through practical classes and excursions.

General Aims and Objectives

- To develop knowledge and understanding about society and environment
- To develop the skills related to the study of society and environment
- To develop an appreciation of other cultures
- To understand God is interested in all nations and people from those nations

Topics

- Rules
- Childhood; Then and Now
- Melbourne, Our City
- People from other Nations
- Christian Celebrations
- The Sea and its Creatures

Time Allocation

- 126 minutes per week

Assessment

- Teacher made tests at the completion of each unit of work
- Anecdotal records
- Sample of work
- Open-ended questioning

"From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live."
Acts 17:26